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# THE VIRGINIA TEACHER

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VOLUME III  
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JAMES C. JOHNSTON, EDITOR

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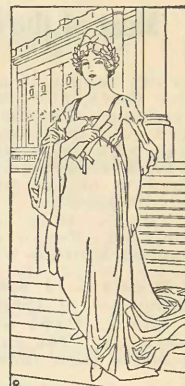
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# THE VIRGINIA TEACHER

VOLUME III

JANUARY, 1922

NUMBER 1

## I

### A REVISED READING PROGRAM

(Report made to the Kindergarten-Primary Section of the State Teachers Association, November 24, 1921.)

I was asked to make a concrete report along the lines of our efforts in reading in the Norfolk City Schools. This report I have entitled "A Revised Reading Program". Whatever we may or may not have accomplished in this line, I am reminded, as I attempt to summarize, that "Our aim exceeds our grasp". The Reading Program, which we developed and printed, I feel is superior to our practice in many instances. Again I am sure that by the expression of this work, ideas have been clarified and thoughts stimulated which are superior to those expressed in the printed production. So we count not ourselves to have apprehended, but press forward to a realization of higher ideals.

By way of explanation, I wish to say that this Reading Program was initiated in a scientific study of reading at the University of Chicago, continued in Rochester, N. Y., and presented in its present development by the kindergarten, primary, and elementary teachers of the Norfolk Public Schools.

Time will not permit that I should discuss this program in detail. Therefore, I shall emphasize only the principles or aims upon which it is based and merely indicate the methods of development. Here may I say, that having been a teacher and supervisor both in county and village schools, I know that these principles are applicable to the schools of our State irrespective of location. The difficulty in adaptation lies in the meagerness of reading material, which is a handicap to all, but particularly to the rural district.

It is interesting to note how the ideas of one age and generation are re-echoed and modified in succeeding time. Horace Mann

wrote in his Secretary's Report to the Board of Education in 1838, "I have devoted especial pains to learn, with some degree of numerical accuracy how far the reading, in our schools, is an exercise of the mind in thinking and feeling, and how far it is barren action of the organs of speech upon the atmosphere". Here is shown the fact that he recognized practically a century ago just what we theoretically accept today—that is, the value of all reading is as it affects thought and feeling. He, then, was trying to free these vital elements from the domination of formal spelling, just as we of the present are trying to give these objectives pre-eminence over the mechanical process.

So in the Reading Program of Norfolk, we accept as the first aim—"Permanent Interest in Reading." There can be no permanent interest in reading unless the reading experience be tied up with the stimulation of thought and desirable emotional states. I think our practice will bear out that we more generally accept the value of the former than the latter. If a reading attitude of mind and feeling be established one has gone a long way toward establishing a permanent interest in reading.

The following incidents illustrate contrasting feeling attitudes. A little girl just entering the second grade, and whose first grade reading experience had been unpleasantly colored with reading drill of the type: Come. Come. Come away. Come with me. Come with me to the tree.—all of which is only too familiar to some of us—said to me, when she opened her copy book and saw the word *come*, "Oh, don't say come to me, I hate that word. I never want to hear or see it again. Last year it was come, come, come all the time." In contrast to this case, recently a little pupil in the high first noticing I was in the room, indicated that I should come to him and see what he was doing. After thoroughly explaining the work in hand, he took out his reader and



said, "Now, I'll show you a good story. It's my reading lesson". Then with the *naivete* of childhood, he remarked, "You may take it, and read it if you can. It's a fine story". Evidently this child had, toward reading, the right feeling attitude upon which to build a permanent interest.

If a reading attitude of mind is to be gained, there must be diversity of material. I feel that it is easier in reading than perhaps any other phase of our school work to provide for differences of ability in children. Yet despite this possibility, I am sure that our standard of attainment is far beneath the ability of a large percentage of our pupils. The practice of adhering to a two or four book text-book reading program, particularly for each of the elementary grades does as much to destroy as to establish a permanent interest in reading. Therefore, beginning in the kindergarten with the table of picture and story books, we seek to provide throughout the grades, by the reading table, book shelf, story hour, reading club, and school library, a diversified reading experience which shall lead to a permanent interest in reading.

For the second aim in reading we have placed—"Economic and Effective Study Habits." More important than the books read or the facts remembered are the habits of thought and the methods of work formed. Therefore, the procedure from year to year, leading to the accomplishment of this aim, emphasizes the *how* rather than the *what*.

The phase of reading emphasized in our third aim is—"Thorough Mastery of the Mechanics of Reading." To some this is still the paramount object of reading. Permanent interest and habits of thought fade into insignificance in comparison with this more objective and measurable result. Certainly no one would underestimate the importance of the mastery of mechanics, but if its importance be magnified there is danger of the results indicated by Horace Mann in the paragraph from which I have before quoted, the concluding statement of which is, "It would hardly seem that the combined efforts of all persons engaged could have accomplished more in defeating the true purpose of reading". In the mastery of the mechanics of reading, we have three distinct problems—silent reading, oral reading, and vocabulary work. The method of

teaching oral and silent reading are distinctly different and as such are indicated. Vocabulary work which has been too often considered a matter particularly of the first and certainly of the early grades, we have attempted to develop throughout the grades.

However, I think that much more careful work needs to be done in estimating the reading vocabulary of pupils in the early primary grades and determining the reading ability correlated with this. If a reading vocabulary of eight hundred words gives ability to pronounce 95% of the words in the second readers, then a child with a reading vocabulary of four or five hundred words clearly has not the mastery of mechanics which will result in the exercise of the mind in thinking and feeling if subject matter of second grade difficulty be used. No doubt, the meagerness of the reading vocabulary is the keynote to the poor reading of the slow sections in many grades.

Our fourth and last aim stated in the reading program is "Economical and Effective Use of Books"—in individual books, pages, chapter headings, index, in books of different types, encyclopedias, etc. This habit can only come through a conscious focusing upon this as a definite aim throughout successive years.

In the arrangement of the reading program, we state the kindergarten and first three primary grades to be the period for stimulating interest and mastering the mechanics of reading, and necessarily oral reading is rather conspicuous; the elementary grades—the fourth, fifth, and sixth years—are stated as the place for broadening interest and increasing the rate of reading, so naturally silent reading must predominate.

We do not claim there is anything new or original in the work which we have compiled; it is simply the composite experience of many who have been trying since the days of Horace Mann to say that reading is a thing of thought and feeling rather than a barren action of the organs of speech upon the air. Yet, there are with us as there are in other parts of the state and country, those who have not mentally heard. And my only excuse for consenting to give this synopsis of thought is that it might add some to the number of those who hear.

If more teachers would hear that reading must awaken thought and feeling, more



legislators would hear and it would not be so difficult to get free text-books for our State, which is the basal material for the accomplishment of our aim. If more teachers would hear that even in the primary and elementary grades reading may be a bond for the bringing about of unity of thought and feeling among our people, more citizens would hear and our library facilities providing a more diversified reading experience would be increased. If more teachers would hear that reading is a dynamic force, more text-book makers would hear and publishers would not offer to the public a reader built solely on a mechanical basis. For after all, we get what we want. It may not be to the extent we wish it, but it is in the line of our desire. In our small moments we are inclined to deny this, but when we are at our best, we know it is true.

I do not believe in a reading mania, but I believe like Tagore that, "The highest education is that which does not merely give us information, but which makes our life in harmony with all existence". In the realization of this ideal, I think reading has its part and as such in our reading program we would emphasize it.

LUCY S. SAUNDERS

## II

### THE RELATION OF HEALTH TO HOME ECONOMICS

Home Economics covers a vast field in which we consider not only problems relating to the three necessities of life—food, shelter, and clothing—but those "embracing every aspect of human life exhibited in the home." We are realizing more fully than ever that no home exists without a definite relation to its community, state and nation. The homes of this country are responsible for about fifteen million physically defective children of school age, and for the fact that thirty per cent of the young men of an age for military service were not physically fit to respond to the call. It is in these homes also that tens of thousands of young children die each year from preventable disease; it is from them that a steady stream of recruits is contributed to the army of criminals and insane. It is the parents of the population who are responsible for

our deficiency in natural vitality, for so many low-powered lives, for the existence of so many incompetent citizens.

The keynote of the Home Economics conference of the National Educational Association last year was the placing of future emphasis upon "health". Much stress was given to the fact that the teacher of Home Economics has a greater responsibility than merely the teaching of the fundamental principles of cooking and sewing. She must consider each child as a future citizen of the nation, who must be prepared to render the most efficient service of which she is capable; and in order that she may be mentally efficient, she must have that degree of health which makes for initiative, endurance, and success. All the work bearing upon food and clothing must have for its objective the maintenance of health.

Home Economics has a definite contribution to make to three of our great national movements. It is in child health, child care and child feeding; in the functioning of education in the problems of life; and in the forces which are threatening the integrity of the American home. Everyone is interested in the health of children, but not all are awakened to the necessity of teaching health and fixing health habits so that they may make for the highest degree of physical efficiency in manhood and womanhood. Do we often ask ourselves this question—what is health? Health is not merely freedom from illness, nor merely sufficient vigor. It means the possession of a reserve force of strength and energy—the physical capital which is so large a factor in personal success. Childhood is the time to build up this reserve. In other words, "health is that abundance of life and overflowing vigor which are foundations of success and happiness in life."

Why should we teach health? Statistics tell us that over six million of the school children in America are suffering from malnutrition.

Dr. Emerson has called any child malnourished who is 10% underweight for his height. He also made the statement that "children do not become underweight to this degree of ten per cent except for adequate causes. The causes of underweight are physical defects, insufficient food and bad food habits, lack of home control, over-fatigue, and faulty health habits. It is not necessary that the home economics teacher



alone should be responsible for the teaching of health, but every teacher of children should realize that a high type of mental work is impossible when the child's physical condition is below normal.

No teacher has a greater opportunity in this field than the home economics worker. Her vision has been broadened, her interest has been stimulated to include not only the mechanical duties of the house—cooking, sewing, and household management—but also the more vital problems of the home. In the home "the living unit of a living state is made."

We realize today as never before that those who regard their own welfare and desire to give their children the best possible equipment for the stress of modern life are asking how to choose food wisely. So many kinds of food are displayed in our markets, and so many placards offer warning or advice about what to eat, that a thorough study of good nutrition would seem quite an essential asset for the health of our twentieth century girls.

"Health first in the schools" is the call which is heard with increasing frequency in every community which has been touched by the great American awakening to the value of health. The determination is wide-spread that the public schools of the country must never again in the future place book learning before physical fitness. We have at last discovered that health, like happiness, is to a large extent a matter of habit, and that it can be taught. The end to be aimed toward is not information, but action; not simply knowledge of what things are desirable, but rather the habitual practice of the rules of healthy living. These rules, as given by The Child Health Organization are:

1. A full bath more than once a week.
  2. Brushing the teeth at least once every day.
  3. Sleeping long hours with windows open.
  4. Drinking as much milk as possible, but no coffee or tea.
  5. Eating some vegetables or fruit every day.
  6. Drinking at least four glasses of water a day.
  7. Playing part of every day out of doors.
  8. A bowel movement every morning.
- Successful health education should be taught positively rather than negatively. We must learn to think of health in terms of

strength and beauty and joy, rather than of weakness and disease. Health must not be taught didactically, but by personal example and object lesson. The instinct of imitation is so strong in the child—so strong that every teacher of home economics should be an example of what she teaches. "Clothes do not make the individual, but they make him look a lot better after he is made." Every teacher or successful business woman must be well dressed if she is to measure up to her full capacity for success. The home economics teacher must live the health principles she teaches. "Cleanliness costs, but it is worth the price." A large percentage of illness comes from unwise eating and lack of sleep. The value of simple, out-of-doors recreation may be readily reflected in a cheerful, buoyant manner and a quick, alert mentality.

Of all school activities the school lunch offers the most fruitful opportunity for educating children in the important matter of what to eat, and why, and how to eat it. Many schools where excellent food is served fail to develop the full educational value of the school lunch service because no effort is made to guide the children in their choices of food. Since the necessity of selecting food is one which falls upon both men and women throughout a large part of their lives and since their habitual choices exert a powerful influence on their health and general well-being the educational opportunities of the school lunch should be developed to the utmost. Every school lunch should be a bulletin board showing the food value and the price per portion of the items in the day's menu.

Home economics, if properly taught, becomes instruction almost pure and simple in fundamental health matters. Upon us devolves the responsibility of applying the test to our present day methods of home economics teaching. Are we living the principles we are taught and are we thereby lighting the way to better individual standards of life, better homes, and a better nation?

"It is only when we shall be able to put home economics upon a strictly scientific basis; it is only when we shall be able to see that we are helping to develop a higher physical type of childhood; and it is only when we realize that we are raising the standards and ideals of the home life of the community that we can feel that our method of home economics teaching is functioning in the lives of our students today." MARY L. BROWN



## III

EDUCATIONAL TESTS AND  
MEASUREMENTSSTATISTICS; BOOKS OF MERIT IN INTERPRET-  
ING AND APPLYING THE RESULTS  
OF TESTING

Underlying the recent development of the use of standard tests is the science of statistics. It is as fundamental to the past and future development of this field as is mathematics to engineering or chemistry to medicine. At the beginning of the scientific testing movement which is now scarcely more than ten years old, it was the practice in our leading schools of education to insist on a detailed study of this science before one undertook a study of standard tests. The present tendency is to conceive the needs of different groups of people concerned in the matter and to suit the study accordingly, just as there is or should be, one brand of mathematics for the future engineer, another for the future clerk, and another for the future home-maker.

Teachers have learned that the usual textbook in testing is sufficient for their general needs. Some of the best books available in this field are: Wilson and Hoke, *How to Measure*; Monroe, *Measuring the Results of Teaching*; Monroe, De Voss and Kelly, *Educational Tests and Measurements*. In these and similar treatises, sample tests are given, as well as instructions for giving, tabulating, and interpreting the results. In simple and general terms the typical measures of central tendency or averages, and of deviations from the average, are explained so that the teacher may apply their use to other tests and other studies.

The administrator has another problem. He must go a step further and be able to put the results of his investigations in a way that will appeal to his reading public and the average citizen and taxpayer. He must as we have been saying of late "sell his program of education". The reports of city and state superintendents and indeed of the Federal Commissioner of Education are usually thought of as tables of dry-as-dust statistics that no one but the student of research is interested in. Dr. Alexander in his *School*

*Statistics and Publicity*<sup>1</sup> has therefore done a splendid service for the school administrator. He points out the typical inadequacies of school reports in this line, treats in some detail the methods of accurate statistical computation and then gives two splendid chapters, one on Presenting Tabulated Statistics to the Public and one on Graphic Presentation of School Statistics. These chapters alone entitle the book to be one of the first five on the superintendent's professional book-shelf and make the book unique in its contribution. This part of the text like the remainder bristles with an abundance of concrete illustrations. Among the graphical methods shown are the bar graph in different forms, the circle graph, map graphs, the curve of distribution, and various concrete devices for comparing data. Chapter bibliographies, and exercises, as well as the excellent workmanship of the printer also make their appeal. It is to be hoped that the work will have a wide circulation.

A still different purpose from that of the student of statistics is served by Marshall's *Graphical Methods for Schools, Colleges, Statisticians, Engineers, and Executives*.<sup>2</sup> This book is intended to supplement such treatises as Bowley's *Elements of Statistics*, King's *Elements of Statistical Method*, and Brinton's *Graphic Methods*. The bias of the author who is himself an engineer is clearly seen. The student of education will find its value largely in the introductory chapters which deal with the general functions of graphs, kinds of graphs, and types of co-ordinate paper, and in the numerous illustrations of graphing, some few of which are of educational statistics. The latter chapters deal in detail with nomography and the more advanced statistics that are of interest chiefly to engineers of various types.

The two companion volumes of the World Survey of the Interchurch World Movement<sup>3</sup> represents one of the finest applications of the use of graphing and statistics in the widest variety and with the greatest

<sup>1</sup>*School Statistics and Publicity*, by Carter Alexander. New York: Silver, Burdett and Co. 1919. 332 pages.

<sup>2</sup>*Graphical Methods*, by William Marshall. New York: McGraw-Hill Book Co. 1921. 253 pages.

<sup>3</sup>*World Survey*, American and Foreign Volumes, by Interchurch World Movement. New York City: Interchurch Press. 1920. 317 and 222 pages respectively.



effectiveness that it has been the writer's privilege to come upon recently. This monumental investigation of religious conditions, and their correlative educational and social and economic problems, is a veritable encyclopedia of after-war data, American and foreign, but, instead of being typically encyclopedic in form and make-up, its pages at a rapid thumbing resemble those of the advertising sections of a first-class magazine, being set with striking colored graphs of all types and correspondingly catching illustrations, maps, and pictures. It is a lesson not only to the leaders of the church but of the school, and it is hoped that future reports of both may be definitely affected. Statistics is, as was stated at the outset, a fundamental science, but graphical presentation is its sister science and the one which is more significant for use with the general reader.

W. J. GIFFORD

#### IV

### THE FREE READING PERIOD IN THE THIRD GRADE

The Third Grade children have been *reading* this fall instead of *studying reading*. The love for good stories that has grown in the class has made this plan, which we followed, a most worth-while one.

There were forty-two children in the grade and we had, in our room library, forty-five suitable books ranging from Second Grade readers, (ones to which they had not previously had access), to Fourth Grade readers. In addition to these we secured a large number of books from the Normal School library. Some of these books were readers, others were simple fairy story books and history, geography, and nature-story books.

All of our books were placed on a long low shelf in the room. At the same hour every day, for a period of thirty minutes, we have a free reading period. At this time the children go to the bookshelf and select the books they wish to read. If a child shows signs of being a poor judge in deciding on what he is to read, the teacher who is in the midst of the group and standing ready to advise helps him to make a wise choice. If a poor reader comes along and hesitates over getting a book, the teacher interests him

in extremely easy reading matter, even to the extent of pointing out a particular story in which she has reason to believe he will be interested. When a child who reads unusually well comes for his book the teacher advises him, in the event that she sees him about to take material which wouldn't be likely to appeal to him. When all of the children have their books, they are encouraged to read. In order to save time the teacher goes to the desk of those who seem to find it difficult to decide on a story, or seem to be wasting time. She very quickly points out in the table of contents a story suitable for the child. Then the children read uninterruptedly, knowing that if they come to a word they cannot pronounce or any part of the reading they do not understand that the teacher will come to their desks and give them the help they need.

While the teacher is pronouncing words or clearing up the meanings of words, she takes note of these words which give the most trouble and at a separate period she conducts a phrase drill including all of them. She is very careful to stress drill on the words they are likely to meet in their future readings. When the period comes to an end the children are given permission to keep, in their desks, any book containing a story they have started and would like to finish. Others return their books to the shelf. At any time during the day when the children complete a piece of work and have a few minutes to wait for others, they get the books from their desks and finish the stories they began during the reading period. We do not wish the children to feel that they must make a return from this reading. We do not *require* them to reproduce their stories. We feel that this phase of the work will take care of itself if we succeed in leading them to love good stories. The fact that we have accomplished our aim is evidenced in several ways.

Very soon after the class began reading in this way, the children were found to be pointing out the stories they had read to other children and getting them to read the same ones.

Sometimes a child would read a story he wanted to play. He would interest other children in wanting to play the story and a large number of them would read it, so they could tell it to the entire class and all could take part in playing it.



It was not at all unusual for a child to ask to be allowed some time in which to tell the members of his class a story he had read.

Very often children found a long story they liked so well they wanted others to enjoy and they interested three or four others in reading with a view to telling it in parts, each child taking a certain section of the story. One story which was treated in this way was that of Robinson Crusoe. Six boys read the entire book (the McMurry-Husted Edition), because one boy had read it and recommended it. Then they had a meeting and decided just which part of the story each one should be responsible for. They re-read that special part as a preparation for the recitation when they were to tell their classmates about Robinson Crusoe. After they had told this story they secured permission to tell it to another grade. They talked about the fact that the other class had not had any Robinson Crusoe books and had not had a chance to look at the pictures which go with the story. They talked of passing a book around while telling the story. A discussion followed during which they decided that they could show all of the class at one time just how the different things looked by making a Crusoe sandtable. This they did by working in committees. They appointed their own committees, made their own plans in detail, coming to the teacher only when they wished her to settle some point. After the class had completed this sandtable work and told the story to the visiting group, there was no doubt as to whether they had been able to read the Crusoe text and enjoy it.

We needed a great deal more reading material when our plan had been in practice only a short time. Since, in this kind of reading, each individual could proceed at his own rate, many of the children could complete three or four stories during the period. The children realized and talked of this need. They brought books from home and added them to those on our shelf. Many of the children talked over their books with each other and exchanges for home readings were agreed upon. Then, as Christmas was near, someone suggested that it would be a good thing for them to ask for books in their Christmas lists. This idea appealed so strongly to the class they agreed to try to get at least one book apiece. This meant the growth of a little collection for some, but for

many it was the beginning of a personal library.

The children are most enthusiastic over these libraries. They have planned to do their best to get additional books whenever possible, to add some on birthdays and Christmases anyway. We keep a list of books suitable for our boys and one for our girls posted in the room. Before buying a book, the children consult these lists and decide from the title, just which one they wish to possess. The amount of reading the children have done is really remarkable.

The majority of the class had rather have time in which to read stories than to hear a teacher tell stories for the same length of time. To us this fact alone is positive proof that they are enjoying many good stories every day. We know that they are becoming acquainted with much more good literature than it would be possible to give them in any other way.

Below is added a list of some of the books used in the free reading period:

All the Year Round: Autumn—Strong.  
 Among the Farm-yard People—Pierson.  
 Child's Book of Nature—Hooker  
 Short Stories of Our Shy Neighbors—Kelly.  
 Robinson Crusoe (6 books)—McMurry-Husted.  
 The Second Book of Stories for the Story-Teller—Fanny E. Coe.  
 King Arthur and His Knights—Radford.  
 Stories to Tell to Children—Sara Cone Bryant.  
 Five Minute Stories—Laura E. Richards.  
 Indian Days of the Long Ago—E. S. Curtis.  
 Stories and Story-Telling—A. M. Keyes.  
 The Howells Story Book—Burt-Howells.  
 Child's World Readers—Books Two, Three and Four.  
 Edson-Laing Reader—Book Three.  
 Fairy Reader.  
 Heart of Oak Books—Book Three.  
 Young and Field Literary Readers—Books Two and Three.  
 Child Reader—Book Three.  
 New Education Reader—Books Three and Four.  
 The American Reader—Book Three.  
 Story Hour Reader—Book Three.  
 Elson Reader—Books Three and Four.  
 Munton Reader—Book Three.  
 Everyday Classics—Book Three.  
 Aldine Reader—Book Three.  
 Carroll and Brooks Reader—Book Three.  
 Horace Mann Reader—Book Two.  
 The Story of Rosy Cheeks and Strong Heart—J. M. and A. T. Andrew.  
 Christ Child Tales—Proudfoot.  
 Instructor School Library (twenty-five books suitable for Third Grade children, all containing history, geography and nature stories.)

ZOE PORTER



## V

## DISCUSSION

## IS THE HIGH SCHOOL SUCCEEDING ?

In measuring the success or failure of secondary educational institutions today it is necessary to consider, with other related problems, the holding power of the system. A study aiming to discover the strength of the holding power of a particular high school or of high schools in general will lead to a revelation of facts which will startle school administrators; and the reward will be an increased knowledge, somewhat painful in its fullness of meaning, which will point out definitely some of the most important fallacies underlying school administration, particularly curriculum-making.

A recent study was made by the writer of the holding power of a certain West Virginia high school which enrolls annually about 160 different boys and girls. The period covered by the study was 1914-1920.

During this period the high school enrolled approximately 520 different boys and girls. Of this number, 167, or 32 per cent of the total enrollment, withdrew from school before graduating.

A large per cent of the membership of the group were over age. A much larger per cent had reached or passed the compulsory age limit fixed by law. The actual distribution of 138 of the total number of withdrawals, based on age, is shown in the following table. The per cent terms cover the actual number of students accounted for in the table and not the total number of withdrawals. This modification of the study was necessary because twenty-nine withdrawals do not have their ages recorded in the permanent files.

Age	No. pupils withdrawing	Per cent
14	3	2.1
15	19	13.7
16	28	23.1
17	31	22.4
18	37	26.4
19	14	10.1
20	3	2.1
21	2	1.4
22	1	.7

According to grade the distribution was as follows:

Grade	No.	Per cent
I	55	32.9
II	54	32.3
III	40	23.9
IV	18	10.7

## Distribution according to sex:

Sex	No.	Per cent
Male	96	58
Female	71	42

An approximation of the per cent of boys withdrawing to the total number of boys enrolled during the period is thirty-eight; and, on the same basis, for the girls, twenty-nine per cent.

The distribution of boys and girls within the group of withdrawals determined by cause for leaving school is as follows:

Cause	No.	Per cent
Economic	90	53.8
Transferred	38	22.7
Illness	5	2.9
Married	3	1.8
Failure	2	1.2
Not known	29	16.7

A comparison of the number of withdrawals year by year with the number of graduates illustrates in a graphic way the alarming exodus of under-graduates from the school.

Year	Graduates	Withdrawals
1914	18	15
1915	22	32
1916	34	25
1917	28	18
1918	33	27
1919	25	34
1920	27	12
Unaccounted for		4

Conclusions based on the data tabulated above are not encouraging. First, the larger per cent of pupils leaving school before graduating were over age. Second, the larger per cent were boys and girls who had spent less than two complete years in the high school. Third, a majority of the withdrawals were boys. Fourth, more than half the number left school to accept positions in offices and stores and work shops. Fifth, the number of withdrawals for the period studied almost equals the number of graduates of the school for the same period.

It would be unfair to the particular high school under surveillance and to its community to infer that the situation described



is not typical. As a matter of fact, conditions modifying the particular situation just reviewed compare favorably with conditions modifying other situations of like character as reviewed by the Federal Bureau of Education and by other source authorities. However, it matters not how favorably this situation may compare with those elsewhere; the problem is not the less real; neither is it of less concern.

It is from this situation, and a great many others of like kind, that we discover one of the most evident needs for reorganization inside the field of secondary education. What can be done to hold our young men and our young women in our high schools? And, holding them, what shall be provided for them in the way of educational opportunities superior to and more attractive than those offered them in the field of industry?

From accurate, detailed knowledge of each of the ninety boys and girls who left school to accept positions in business, it is known that the change was registered very largely as voluntary action by the members of the group. Economic necessity was not the motivating power behind the transition. Fundamentally the responsibility for the emigration rests upon the curriculum.

For many years secondary courses of study have been shaped to conform to requirements imposed upon our secondary schools by institutions of higher learning—requirements that can be defined only in terms of the classics. It has been presupposed all along that the supreme aim of education as related to high school processes and methods is that of "preparing young people for college." As a matter of fact, the aim of preparing young people for college should apply in the instance of the boy and the girl who are able to afford a college education and intend to follow the plan through to completion. We know today, however, that only a small per cent of high school graduates attend college. To the large majority of our secondary school population we have accordingly been offering a course of study, in content and nature a series of intellectual exercises, unrelated and unsympathetic to the practical every day life that follows the conclusion of school days. No longer do we find it possible to convince young people or their parents that the conjugation of *amo* or

the interpretation of *Q. E. D.* correlates with the active, practical duties of citizenship and of bread winning. And if we found the thing still possible, on what ground could the logic be justified, if we face the issue squarely?

It is here that the holding power of the school lacks strength. Nor will the school be able to function successfully until it has bridged the gulf that now so clearly and definitely separates the school from the community. In order to meet the present emergency it is necessary to reshape our point of view; to accept in practice a more embracing aim; to widen our conception of the field of service of our high schools; to reorganize and broaden the present curriculum so that it will take into account individual differences and the widely varying aims that the high school population entertains toward the educational process and toward life—to make these aims coincident. For too long a time has the educational process been victimized by the elusive, the indefinite cultural-classical aim. The banker does not attempt to conduct business with the public in Latin. Neither does the merchant review the campaigns of Alexander in an effort to improve the efficiency of his clerks. How then can the high school function successfully if it continues to limit its activity to the traditional subjects? Surely there is need for a compromise between the past and the present, between the ancient and the modern, between the ideal and the real in our class rooms today. The aims and processes involved in high school training must be made more practical. Instead of revolving about life they must make life itself the real thing in the class room. More of business and less of Latin, more of the practical arts and less of trigonometry, more of present day issues in politics and economics and less of remotely detailed history, more of the laboratory and less of the class room lecture would do much to make school life real life and would go a long way toward improving the holding power of the school. This is one of the directions for the school to follow in its effort to understand and to realize within its possible sphere of influence the hopes and aspirations of its population.

R. B. MARSTON



## PUBLIC HIGH SCHOOLS IN VIRGINIA

During the session 1920-1921 there have been no outstanding or unusual features in the development of high schools in Virginia, but there has been marked progress, as the statistics in this Annual Report will indicate. It is, perhaps, fortunate that the progress is gradual and steady. In the past, the high school situation in Virginia has suffered from a too rapid and too hastily considered development, which even now impedes progress and handicaps the present policies of the State Board of Education with regard to high schools. It is believed that the present improvement, though not rapid, will be lasting.

Notwithstanding this marked progress, the high school situation in the State is still far from what it should be. In many school divisions there is a noticeable lack of definite, well-founded policies in the matter of high school development. This has led frequently to the establishment and maintenance of inefficient schools which are not measuring up to modern standards in any particular, and which can hardly hope to do so, and to wasteful expenditure of public funds. More attention could well be paid to the possibilities of consolidation, particularly of the consolidation of high school work in communities that are fairly well supplied with good elementary schools.

Even where there is a fairly satisfactory program of high school development, division superintendents are, in some instances, not sufficiently familiar with the high school policies of the State Board of Education. As agents and representatives of the State Board in their communities, they should be able to settle most local high school questions and problems, and should themselves bring matters about which they have any doubt to the State Department. When minor questions are brought by the communities directly to the State Department rather than to division superintendents, time is consumed which could be spent to better advantage, and possibilities of misunderstanding and confusion are multiplied.

Many communities have not yet come to a realization of the distinct difference be-

tween elementary and secondary school work and of the cost of maintaining a high school properly. The feeling that high schools can be established and maintained at almost every cross roads has seriously handicapped real high school development. Lack of appreciation of the necessities of a modern high school is shown in the failure to provide the necessary funds for teachers' salaries, laboratory equipment and supplies, library books, janitorial service and supplies and other necessary running expenses. Esthetic needs are rarely considered.

Unsatisfactory patch-work buildings are found all over the State and wretched sanitary conditions are by no means unusual. Improvement in these particulars has already begun and will be more rapid now that the cost of building has decreased so considerably.

The scarcity of teachers, which became so acute during the war, continued through the session of 1920-1921. Many teaching positions in the State high schools were filled by unprepared and totally incompetent teachers. Since many deserters are now returning to the profession, however, prospects for next session are brighter, though it is probable that the rural high school faculties will not be completely filled by trained and capable high school teachers for some years. This is due not only to the low salaries paid for high school work but also to the impossibility in very many communities of securing comfortable or even decent living accommodations for the teachers.

The supply of trained and professional principals is inadequate. Division superintendents, school trustees, and communities very frequently do not have a realization and appreciation of the place and function of a real high school principal. Sometimes the principals themselves fail to have this realization and appreciation. As a result, much work that should properly fall on the principal is neglected. Programs and courses of study, schedules, etc., are frequently carelessly arranged or not arranged at all. Important school records are neglected. Reports to the State Department of Education are frequently delayed and sometimes not made at all. Proper use is not made of even the limited library, laboratory, and other facilities which the schools have.



Many schools change principals annually. Very frequently the change does not materially better the condition of either the school or the principal.

But the high school outlook is much brighter than the above paragraphs would indicate. Throughout the State the attitude of communities is most commendable. Where a need is shown, there is usually a willingness to meet the need. There is a growing tendency to take advantage of the service and facilities of the State Board of Education. There is a splendid and rapidly increasing interest on the part of communities generally in the development of high schools and an increasing appreciation of the value of the standards which have been set up by the State Board of Education. The attitude of colleges and normal schools toward the accredited rating of the State Department of Education is more and more influencing the attitude of the general public and creating a demand for standard high schools. Better highways are having marked effect on high school improvement. The work of rural supervisors in many instances is showing the results by sending better prepared pupils into the high school. The return of many teachers to the class-room referred to above and the increasing supply of professionally trained principals will materially improve secondary education.

Supervision of the State Department of Education has had the advantage during the session of two men in the field, and has for that reason been more closely done than heretofore. Every effort has been made to supervise the schools as closely as possible without neglecting matters of broad general policy to give attention to individual schools.

During the year the supervisors have endeavored to continue the work of standardization according to the plans of the State Board of Education which was begun in the fall of 1918. Every effort has been made to bring about a broader acquaintance with the requirements and purposes of the State Board and to prepare the way for carrying out next year the policies which are announced below.

#### TWO TYPES OF HIGH SCHOOLS

In the fall of 1918 the State Board of Education changed its high school standards and policy. The old triple standards of first,

second, and third-class high schools were abandoned, and standards were erected for two types—the standard four-year high school and the junior high school. High schools which did not correspond to either of these two types were advised to determine their possibilities as soon as possible and to conform to one of the two types of organization. Owing to constitutional limitation on school funds, war conditions, and other handicaps, it was impossible to put the new policy of the State Board into full effect at once.

Since most of these handicaps have now been removed, the department will seek to carry out its new policy as rapidly as possible. Standards will be insisted on more rigidly in the future than they have been during the past few years. The requirements of the State Board of Education for standard and junior high schools are minimum requirements and must be fully met before any school will be accredited. These requirements must be met at the beginning of the session, or at least at the time of inspection of a school. Schools which are not already on the accredited list, and which wish to be accredited, must notify the supervisor of secondary education, through the division superintendent of schools, on or before November 1st of the session in which they wish to be accredited. No new high school will be placed on the accredited list without an inspection by the supervisor.

#### STANDARD FOUR-YEAR HIGH SCHOOLS

The development of standard high schools has been impeded in the past by the effort to develop too many such schools and by the lack of careful planning and location so as best to serve the needs of an entire school district or school division. New standard high schools should not be attempted until careful consideration has been given by the local school authorities both to the high school needs of the district seeking to establish such a school and to the financial ability to establish and maintain such a school. Divisions which are now endeavoring to do high school work in a larger number of schools should determine which of those schools are most favorably located for meeting the requirements as standard four-year schools and eliminate the high school work in the others or reorganize them as junior high schools.



## THE RURAL JUNIOR HIGH SCHOOL

The rural junior high school is designed in large measure to replace the nondescript rural school which now offers high school courses with inadequate teaching force and under conditions rendering such work ineffective, futile and wasteful. To accomplish this purpose, and introduce the junior high school with reasonable assurance of success, involves on the part of the division superintendent a survey of school conditions in his county and a definite policy of consolidation or concentration of high school work at localities which logically lend themselves to that end. On the part of communities it entails an appreciation of the superior advantages of the junior high school and a willingness to support an adopted plan of consolidation.

Schools seeking to become accredited junior high schools and to secure the State appropriation which accompanies such recognition are advised to consider carefully the minimum requirements and to consult freely with the division superintendent of schools. At the beginning of the session, a copy of the proposed junior high school program of studies should be sent to this department for approval. An application for inspection by the State supervisor of secondary education should likewise be filed not later than November 1st of the current school year.

It will be noted that no definite number of pupils is specified in the requirements for the junior high school department, as is the case with the four-year high school. The enrollment, or prospective enrollment, of the seventh, eighth, and ninth grades, however, should be sufficient to justify the cost of employing at least two qualified teachers for this work. Except in cases of a very limited enrollment, it will be found that the program of studies is difficult to handle with two teachers. For this reason it is recommended that a third teacher, whose time may be divided between the elementary and high school departments, be employed. Particular attention is directed also to the requirements relative to certification of teachers, laboratory and library facilities and equipment. A bulletin on laboratory equipment issued by the State Board of Education may be had on application.

## NON-ACCREDITED 12-15 UNIT SCHOOLS

These schools were developed under the old standards as second-class high schools and have not yet determined their possibilities under the new standards. For the present, schools which are already listed as 12-15 unit schools will be allowed to maintain their organization and remain on the list until they have had a reasonable opportunity to determine their possibilities and conform to one of the two standard types. Schools of this type offering three years of high school work will be allowed a maximum of 12 units and those offering four years a maximum of fifteen. In no case will unit credit be allowed in these schools for science work unless the provision for laboratory work is amply satisfactory. Such schools will be required to maintain a session of nine months and to employ at least five teachers in the combined high and elementary school faculty. The policy of the department will be to discriminate in the distribution of high school funds in favor of the two standard types of high schools. *No new three-year or 12-15 unit schools will be listed by the department.*

## OTHER PUBLIC HIGH SCHOOLS

Many schools in Virginia other than those accredited as standard four-year or junior high schools, or listed as non-accredited 12-15 unit schools, are attempting to do some high school work. For the most part these schools are not equipped or manned to do such work. The department does not attempt to evaluate or accredit any high school work done in them. Division superintendents and local school boards should seek to develop these schools by consolidation or to eliminate high school work from them as rapidly as possible, and use the money which is now being spent for such high school work in the development of the standard four-year and junior high schools. Since these schools are not recognized as high schools, they are not listed in this report.

*Note:* This statement is taken from the Annual Report of the public high schools of Virginia for the school year 1920-1921, which has just come from the hands of the printer. The Bulletin is Vol. IV, No. 1 of the publications of the State Board of Education, and contains valuable statistical information, summaries, and tables. The report was prepared by Messrs. Algar Woolfolk and Henry G. Ellis, Supervisors of Secondary Education.



## THE VIRGINIA TEACHER

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## VII

### EDUCATIONAL COMMENT

#### THE NATIONAL WEEK OF SONG

The plan for the seventh annual observance of the National Week of Song are now being made by song leaders in communities all over the country. This event has become one of great importance to all who love music, and especially singing. It is the one time in the year when the entire nation is invited to join in a musical program, and each year since its inception it has been participated in by millions of our people.

It has been endorsed by leaders of the Music Supervisors' National Conference, and by leaders of other musical organizations; by P. P. Claxton, until recently United States Commissioner of Education, by nearly every State Superintendent of Schools, and a long list of City and County Superintendents. Also by a host of others interested in helping to make America a singing nation. The list includes many noted musicians, in fact all who are personally acquainted with the aims and purposes of the movement are in hearty sympathy with it. For this reason the National Week of Song has been, and will continue to be a big success.

Because it is desired to make the observance of the event this year the most notable of all, you, the reader of this article, are urged to plan or to help plan for its observance in your community.

The date set for the event is always that week in February in which Washington's

birthday occurs. This year it will begin on Sunday, February 19th, and end February 25th.

A detailed history of the movement and suggestions for its observance can be secured by addressing The National Week of Song, 430 South Wabash Avenue, Chicago, Illinois.

#### SHALL SALARIES BE INCREASED?

The National Education Association has made public the following editorial which will appear in the February number of the Association's *Journal*.

If the question of increasing the salaries of teachers were put to a public thoroughly aware of the facts in the case the decision would be overwhelmingly favorable. Let us get clearly in mind these facts.

Education is frankly recognized by thinking people everywhere as the basis of successful democratic government. Numerous problems are now testing democratic governments as they have never been tested before. Therefore education now and in the future needs to be supported and developed as never before. Otherwise the whole structure of civilization is threatened with disaster. Education is at once insurance against danger and the key investment that makes possible greater development in the future.

At the heart of the whole scheme of education stands the teacher. If he is wise and strong and influential, sound educational practice will exercise a controlling influence upon the youth of the Nation and the foundations in good citizenship will be sure. Great buildings and large classes are futile except as they are vitalized by well-trained, conscientious, and capable teachers. To obtain such teachers it is necessary to have candidates who are strong and fit—the best is none too good for the Nation's children. It is necessary that these candidates be trained to deal with the difficult problems of education. Such training is costly and strong men and women must have some inducement to spend the years and money that it requires.

What inducement shall be offered the prospective teacher—the teacher who is to prepare today's children for citizenship in the greater Nation of tomorrow? There are two great inducements—the privilege of service and reasonable opportunity to enjoy



the things that go with economic independence. The privilege of service is a great appeal. It is a dominating influence in the lives of the best teachers. However, in the organization of modern society there are attractive opportunities for service in business and many other fields outside of teaching. Society cannot and should not rely entirely upon the appeal of service to maintain its system of education. Modern society is abundantly able to afford adequate education. It should be willing to pay the price.

What, then should be done with teachers' salaries? Again let us recall the facts. Before the war, teaching had become notorious as a makeshift occupation. The war drew attention to the appalling situation and after a vigorous campaign by the National Education Association and other agencies salaries were advanced somewhat. In only a few cases were they advanced to levels which would insure a permanent supply of mature well-trained teachers. The great majority of American communities must face squarely and frankly the problem of still further increasing the salaries of their educational workers. This will require recognition of the primary importance of education. It may require a new emphasis on values. It will require careful study and reorganization of methods of revenue-raising. It will require State aid and Federal aid, but it must be done. Democracy in its great hour of trial cannot afford to undermine the source of its strength and security—the school. It cannot afford not to pay salaries that will insure to every child in the Nation a competent and well-trained teacher.

'A POLICEMAN'S LIFE IS NOT A 'APPY ONE.'

Behold how good and joyful a thing it is, brethren, to be a teacher in one of New York City's schools! Within the last few days, the State Department of Education sent an order to the principals of all the city schools, to report not only on loyalty of all their teachers, but upon their morality as well! Just listen to the terms of this order, as quoted by the executive board of the Teachers' Union! "List the name of each teacher under your jurisdiction; place a check mark in column one opposite the name of each teacher for whose morality, and loyalty

as a citizen you can personally vouch; in column two, check the name of each teacher whom you can not vouch for from personal knowledge, but can do so on information that you consider thoroughly reliable; in in column three, check the name of each teacher whom you can not vouch for from personal knowledge or reliable information, or of whose morality or loyalty to the Government of the United States or of the State of New York, you have reasonable doubt.'

Isn't that a nice sweet-smelling job for the principal of a school to have on his hands? Does not also such a plan of espionage keep the teacher in a fine self-respecting position? The reports are secret; no teacher can know that he is under surveillance or complaint. In our poor judgment, all such morality and loyalty as is cultivated or cultivable by these despicably immoral and disloyal means—disloyal to every decent instinct that ever a human being was born with—is not worth the powder it would need to blow it to its native Tophet. Nor is the education of any children condemned to breathe the pestilent atmosphere engendered by such a system worth more. We would not give the thousandth part of an Austrian kronen for as much of such morality, loyalty and education as could be ranged and regimented between New York and Albany. When the late Mayor Gaynor was told that criminals could not be detected by honorable means, he dryly said, "Then don't." It is worth remembering, by the way, that England once had a Secretary of State who refused to employ spies or to open letters—a gentleman, in other words. This was Lucius Cary, Lord Falkland, and he took office on 1 January, 1642.

*The Freeman*

IS THE MOVIE A CONTINUATION SCHOOL?

Speaking at Baltimore recently, the new Commissioner of Education, Dr. James J. Tigert, said:

"There are about 20,000,000 children in the country's schools today, while there are 20,000,000 persons every day in the motion-picture theatres. Visual forms of demonstration are more effective than the printed word, and the things learned in a motion-picture theatre make a deeper impression upon a more influential audience than the instructions of a teacher.



"It is easy to see why the movies are having a greater effect upon our citizens, present and to come, than all the schools combined."

#### ABOLISHING COLLEGE EXAMS

A new terror may await the fearsome student instead of the bed of roses that the removal of the examination test promises. Just what the Wharton School of the University of Pennsylvania may propose as a substitute for the "mid-years" and "finals" that they have announced abolished will be awaited with interest by academic authorities all over the country. "Examinations were introduced, not for the purpose of instruction," says the Boston *Daily Globe*, "but to drive the worst laggards out of town," and "the device has attained a certain moderate success." Thus:

"Biennially a batch of exceptionally stupid youths is ejected from the lower classes. But it is amazing to what an extent the examinations have failed to get rid of many who have no intellectual right to share in the benefits of educational foundations.

"The system inevitably tends to encourage the student to give back to the examiner what the examiner wants. The word is passed around that a certain professor is 'hipped' on this or that point, and the student in his hour of trial frames his answers to suit the man who reads the papers.

"Oral instruction is a poor way in which to impart facts, for facts may be acquired much better from books. The lecturer, when successful, stimulates the minds of those who sit in front of him. But if students are worrying at an impending examination, instead of thinking about the subject, it is difficult for any teacher, however brilliant, to set their minds in motion.

"The examination system has no more friends than has a detective bureau. That is what it really is, a device to entrap the unworthy. To those students who hunger and thirst after knowledge it contributes nothing.

"A very large proportion of the academic authorities are ready to drop the examination, if only they can be shown some means by which the college can be protected from permanent occupation by the barbarians. There is rejoicing on professors' row at the bold step taken by the Wharton School. At the same time there is much curiosity as to what a faculty does after it slams the door on examinations."

It is a patent fact that for a number of years the worth of examinations has been "doubted by many educational specialists, by parents, and by students who are in a position to understand just how little an

examiner can tell concerning the attainments of the examined."—*Literary Digest*

#### SPEAKING OF EDUCATION

Recent pronouncements by President Warren G. Harding bearing on the importance of public education are of special interest to those who still hope his influence may at length be found behind the Towner-Sterling bill.

In his last message to Congress President Harding mentions a difficulty that this bill is designed to care for:

Through the eradication of illiteracy and the diffusion of education mankind has reached a stage where we may fairly say that in the United States equality of opportunity has been attained, though all are not prepared to embrace. There is indeed too great a divergence between the economic conditions of the most and least favored classes in the community. But even that divergence has now come to the point where we bracket the very poor and the very rich together as the least fortunate classes. Our efforts may well be directed to improving the status of both.

Speaking at the Birmingham Semi-Centennial October 27, President Harding recognizes the bigness of the problem of education:

"Every consideration, it seems to me, brings us back at last to the question of education. When I speak of education as a part of this race question, I do not want the States or the nation to attempt to educate people, whether white or black, into something they are not fitted to be. I have no sympathy with the half-baked altruism that would overstock us with doctors and lawyers, of whatever color, and leave us in need of people fit and willing to do the manual work of a workaday world. But I would like to see an education that would fit every man not only to do his particular work as well as possible, but to rise to a higher plane if he would deserve it. For that sort of education I have no fears, whether it be given to a black man or a white man. From that sort of education, I believe, black men, white men, the whole nation would draw immeasurable benefits."

#### ROCKINGHAM DOES FINE LEAGUE WORK

The following is a condensed report of the Community Leagues in Rockingham County. Miss Lina Sanger is the County President and she says the state is going to hear from Rockingham. Six hundred and forty-seven leagues reported at the Virginia Educational Conference. They raised last year over \$200,000 for local improvement:



Bridgewater League—Bought books for library; repaired roof and cleaned grounds; \$60.00 to music teacher; raised \$85.41.

Dayton League—Raised money for school.

Lacey Spring League—Raised money for school; raised \$357.47; put seats in auditorium; bought piano and library.

Pleasant Hill League—Planted trees, built toilet; bought chairs, books, and cleaned school building; raised \$200.00; lectures. Very active.

Singer Glen League—Raised money for school.

Tenth Legion League—Raised \$1,000.00 for school lot; improvements to school.

The Bridgewater league was awarded a pennant for distinguished work done during the year. The other Rockingham leagues are at Broadway, Dovesville, Elkton, Hill Top, Mount Crawford, Orebaughs, Rock/Bar. The leagues stand for betterment in educational and civic work.

#### HIGHER STANDARDS—HIGHER SALARIES

Salaries of county superintendents in Pennsylvania will now range from \$2,500 to \$4,000, and salaries of assistant county superintendents have been increased from \$1,800 to \$2,500. And—

Hereafter a county superintendent must be a graduate of an approved college or university or state normal school, and in addition thereto he must have had six years of experience in school work, three of which must have been in an administrative capacity.

#### WRITE DR. TIGERT YOUR OPINION OF SCHOOL LIFE

Commissioner John J. Tigert, through the Bureau of Education, has issued a statement concerning the suspension of *School Life* in which he points out that this publication has been very useful to the cause of education in the United States. He asks the readers of *School Life* to inform him if the magazine has been of value to them.

"As you undoubtedly know," he says, "the principal function of the United States Bureau of Education is to collect and diffuse educational information. The question now is whether *School Life* is an effective means of performing that function."

It is sincerely to be hoped that the resolution authorizing the continued publication of *School Life* will be passed by the House of Representatives, for the magazine has been a valuable medium by which the Department may disseminate the information which it gathers.

## VIII

### QUOTATION

#### EDUCATIONAL CRISIS

#### Many Pressing Problems Are Set Forth in U. S. Commissioner's Annual Report

A crisis exists in American education which is fully as acute as that which exists in the business world; the extent of illiteracy among native Americans, the inability of large numbers of people to understand our language or to appreciate our institutions and ideals, the failure to provide proper training for young people on the farms, the lack of efficient means of physical education and the necessity for better methods of school financing are among the most serious problems that confront Americans of this generation, according to statements of James Tigert, United States Commissioner of Education, in his annual report for the fiscal year ending June 30, 1921. The Bureau of Education is constantly called upon for advice in all these matters, the Commissioner says.

More than two-thirds of the schools of the United States are rural schools. Notwithstanding the efforts that have been put forth in their behalf during recent years, they still constitute the most unsatisfactory part of our public school system, the report states. It is in the country that the greater part of the illiteracy among the native Americans is to be found. There is urgent need for authoritative studies of organization, administration, courses of study, methods of teaching, and adaptation of work of rural schools to the life and needs of the communities which they serve, it is declared. The report of these studies should interpret to taxpayers and legislators, as well as to teachers and school officers, the plans and methods which are proved to be most effective and economical, and should constantly hold up such standards and ideals as are reasonably attainable, the Commissioner asserts. The Bureau of Education has done much in this direction, but it has not approached the limit of its possibilities. The Commissioner urges that its facilities be extended and its staff increased.

#### IMPORTANT AND VITAL FACTORS

The establishment of health and correct health habits and the best types of physical education must be considered most important.



ant and vital factors in any education that fits for life. It would be tremendously wasteful for every large city, or for all the States, to conduct independently the research necessary to establish the principles and to formulate the constructive program demanded by public policy in these matters, says the Commissioner.

The drift of population to cities and towns continues. In all the centres of population a very large proportion of the children in the schools are children of foreign-born parents. This adds greatly to the complexity and difficulty of the problems of city school administration. We were all startled by the revelations during the war of the extent to which the safety and solidarity of our nation are threatened by the inability of large numbers of our people to understand the English language and by the prevailing ignorance of the fundamental principles upon which our form of government is based, and of the ideals toward which we are striving. The several states are studying these problems, but there is urgent need of a central agency which can make immediately available to all the results of any experiment which proves successful, and which can supply the constant stimulus to better things which can come only from effective leadership, the report says, adding that this is obviously a function of the Federal Government.

State and municipal systems of taxation and their relation to school finance and the support of public education are among the major problems that confront us. A few thousand dollars spent in research by experts capable of doing constructive work would save to the taxpayers of the country many times the sums thus expended. Improved methods of accounting, the determination of unit costs and the extended use of the budget system would save much of the waste that has unfortunately characterized many educational institutions and school systems, according to the Commissioner.

#### MAY BECOME A GREAT FACTOR

Commissioner Tigert's report not only sets forth in striking terms the means by which the bureau in his charge may become a still greater factor in American education, but it describes the valuable work which it has already accomplished. One of its func-

tions is to make surveys of State, county, and city school systems and of individual schools or groups of schools, and to report to the proper local authorities the results of its investigations together with constructive recommendations. Many important pedagogical problems have been analyzed and brought nearer to solution through the instrumentality of these surveys. Eleven of them were conducted during the year covered by this report.

Another feature of the bureau's work which has developed in the last few years is in holding national or regional conferences on educational subjects or for educational purposes. In many of them citizens in all walks of life were invited to participate freely; others were for the consideration of special topics, like rural education, highway engineering, Americanization, industrial education, commercial education, negro education, &c., and they brought together persons whose especial interest is in the subjects discussed in the conference. Thirty conferences, including both types, were held during the year 1920-21.

The surveys, the conferences and the public addresses which they are constantly called upon to make bring the members of the bureau's staff into personal relation with the educational people of the country; but, after all, the greatest influence of the bureau is through the less spectacular functions of collecting and tabulating statistics and publishing reports, bulletins and circulars of information on every phase of educational work. Notwithstanding unusual difficulties, ninety-eight documents of all sizes and descriptions were printed and distributed during the fiscal year 1921, and more than 800,000 copies of the bureau's publications were mailed by the Superintendent of Documents.

—*New York Times*

## IX

### RECENT BOOKS OF INTEREST TO TEACHERS

SELF-HELP ENGLISH LESSONS, by Julia H. Wohlfarth and John J. Mahoney. Yonkers-on-Hudson: World Book Co. 1921. First Book. 256 pages. (96 cents). Second Book. 338 pages. (\$1.00).

We have here a series of texts built not as a votive offering to tradition, but with an openminded regard for the scientific study of



education. For these books represent, not the authors' individual experience but a consensus of opinion from language experts, secured in the most approved survey fashion.

What is the result? For one thing *sentence knowledge* as an aim is superseded by *sentence sense*. Through a skillfully graded series of exercises and games the child gradually acquires the sentence habit. In the same way the *paragraph sense* precedes the use of the paragraph.

At the close of each year's work there are set up certain standards with emphasis on abilities rather than knowledge. They should prove an eye-opener to the average teacher.

There is a consistent effort to establish correct usage. Various schemes aid in this habit-building, notable among them being the appeal to the child's sense of humor.

The books are very carefully graded. Each new step goes only a bit farther than the preceding one; each new ability is developed orally at first. Here the series reminds one of the methods used in language teaching in the French schools.

There are new language games, some of them really clever. There is always a motive for the child's work; generally the appeal is to a genuine interest. But there is to my mind insufficient emphasis on the project method. Yet there are many pertinent suggestions usable by teachers who wish to tie their language work up to projects.

( KATHERINE M. ANTHONY

HAPPY HOUR STORIES, by M. Genevieve Silvester and Edith M. Peter. New York: American Book Co. 1922. 112 pages.

PLAY TIME STORIES, by Agnes Dunlop and Robinson G. Jones. New York. American Book Co. 1921. 112 pages.

These books are of the newer type of supplementary reader and will do much toward fostering a love for reading. They are well made and the illustrations are of a high order. Much of the material is new; all of it is admirably adapted to first grade children. There is rather an unusual response to their demand for humor—I can hear them chuckle over some of the stories. This is especially true of *Happy Hour Stories*. The other book, *Play Time Stories*, is written largely in dialogue, thus lending itself to "reading in parts."

KATHERINE M. ANTHONY

THE COMPLETE PRIMER, by Eva Smedley and Martha C. Olsen. Chicago: Hall and McCreary Co. 1922. 128 pages. (72 cents).

That a book is written for young children does not mean that it can contain anything put together in any way. It must contain reading material worth reading, and not a jumble of words; it must be based on the interests of children; it must meet all the hygienic rules and regulations; it must be well illustrated and it must contain a variety of material. The authors of this book have met all of these requirements besides adding a new element, that of a novelty. In the main the lessons are based on children's activities,

together with a few old classics told in a simple way, yet keeping to the original.

There is much opportunity for the skillful teacher to get supplementary reading lessons based on the child's actual experiences, for the words which the child learns are the words which he uses in his daily conversation.

Its dramatic qualities can perhaps best be illustrated by one of the lessons:

Is this 596?

Yes, this is 596.

Is that you, Ben?

Yes, John.

Come on over, Ben.

I can't.

Why not?

It is raining.

Mother says, "Tell Ben to go to bed."

My mother says, "It is time for you to go to bed."

Well, goodbye, Ben.

Goodbye, John.

MARY LOUISE SEEGER

PSYCHOLOGY AND THE SCHOOL, by Edward H. Cameron. New York: The Century Co. 1921. 339 pages.

One feels inclined sometimes to paraphrase an old saying as follows: "Of the making of psychology textbooks there is no end." This volume of Dr. Cameron's in the Century Educational Series is a nicely bound and printed book written for beginners and particularly for teachers.

While the book is not sectioned, the first half deals with the typical problems of general psychology in very much the usual method the viewpoint being that of a conservative behaviorism. In these eleven chapters there is very little reference to the teacher's problems and very little definite use of recent scientific investigation. Indebtedness is, however, clearly indicated to the work of Judd, Ebbinghaus, Dewey, Thorndike, and James, the leaders in the development of modern psychology.

The distinctive part of the text is the later eight chapters, which deal with learning, the transfer of training, individual differences, mental development, and the psychology of elementary school subjects. A great deal of valuable material is here assembled and the teacher in the field, whose psychology is a bit rusty or whose viewpoint is that of ten or even five years ago, will find these chapters very helpful, while the student approaching psychology for the first time will get thru them a vital, usable psychology of the classroom.

W. J. GIFFORD

ARITHMETICAL ESSENTIALS, by J. Andrew Drushel, Margaret E. Noonan, and John W. Withers. Chicago: Lyons and Carnahan. 1921. Book I, 304 pages; Book II, 306 pages; Book III, 308 pages.

In this new three book series the first book is prepared especially from the point of view of attractiveness to the child. The type is good and clear, and the pictures as well as the subject matter bring out problems of interest in the child's life, and make a very attractive book for the first four grades. The same clear



and attractive methods are carried on in the second and third books. The introduction to the properties of simple geometrical figures appears at the end of book two. Book three opens with certain graphic representations with their use in solving problems, then using the spiral method, reviews the essentials of arithmetic. Following this is a good chapter or two on introductory geometry under the guise of mensuration, handled chiefly by the laboratory method. The latter portion of the book is occupied with the consideration of financial problems.

The illustrations add greatly to the interest of the books, and the arrangement is more attractive than that usually found in books of this class.

H. A. CONVERSE

LABORATORY PROJECTS IN PHYSICS, by Frederick F. Good. New York: The Macmillan Company. 1921. 267 pages. (\$1.40)

This book contains a group of ninety-five experimental projects, divided into three approximately equal groups. The classification is on the basis of both simplicity of apparatus and difficulty of the experiment. Consequently, the author offers in a single text sufficient material for selection and also for a two years' course if desired.

In addition to the customary group of physics experiments there is an excellent group of experiments dealing with water and heating systems in the home, which require only the simplest apparatus. Furthermore the appliances of everyday life, such as the camera, phonograph, sewing machine, etc., are taken up. The list of experiments also includes a group pertaining to automobile work.

The description of each experiment to be performed includes a drawing of the apparatus, a list of well-chosen questions to bring out the value of the experiment, and a list of books to which reference can be made for further study or explanation. An appendix is added to the text giving a very complete list of books suitable for both student and instructor, as well as apparatus lists with prices and name of manufacturer.

The book is admirably suited for both high schools and colleges and deserves the attention of all teachers in science.

RAYMOND C. DINGLELINE

BREAKFAST, LUNCHEON AND DINNER, by Mary D. Chambers. Boston: Bosting Cooking School Magazine Co. 1921. 137 pages.

This book takes up, briefly, the planning, preparation and serving of food from the meal view point. Meals are considered as a unit, under varying conditions. Eight pages are given to the balanced menu. The book contains eight brief tables showing caloric value of foods, one-fourth ounce protein portions, base forming foods, ash and vitamine content of foods.

The book is primarily a book on table etiquette. Many questions, which have arisen with student, teacher or homemaker on the niceties of life are here answered.

P. P. MOONY

## X

### SCHOOL ACTIVITIES

Formal ceremonies attending the opening of the winter quarter of the State Normal School at Harrisonburg were held the morning of January 9, when J. H. Binford, Assistant Superintendent of

Schools, Richmond, Virginia, was present as the invited speaker. Mr. Binford spoke of "Teachers I Have Known", and in his usual happy vein gave picturesque characterizations of various types of teachers, suggesting why one teacher makes a success while another meets with failure. Besides drawing on his own experience, Mr. Binford described some of the teachers in J. H. Smith's *The Evolution of "Dodd"*, a book which he commended to his audience.

None of the interscholastic games will arouse more eager enthusiasm, probably, than the game played Saturday evening, January 14, when the annual Senior-Junior game was played. Here was a good fight, with teams quite evenly matched, with all the student-body rooting for one side or the other,—with one end of the gymnasium flaunting the green and white of the Seniors, the other end bedecked in the orange and black of the Juniors.

There was room for much speculation as to the outcome because of the record the Juniors had established both in the Old Girl-New Girl game, and in the P. G.-Junior game. The Seniors knew they had a real struggle ahead, but they put in some hard practice in the ten days after Christmas.

It was a fine game, both teams putting up a great fight. The Seniors were ahead at the end of the first half, but early in the second half lost their lead when Ada Long made three goals in hardly more minutes. They regained some of the lost ground, but the whistle blew on a score of 20 to 18 in favor of the Juniors.

The general opinion of spectators was that of the material of these two teams Miss Franke will be able to shape a varsity team which will do some interesting things.



Seniors	Position	Juniors
Kemp	r. f.	Long, A. (Capt.)
Brooks	l. f.	Wagstaff, Z.
Long, C.	j. c.	Bell, M.
Palmer	s. c.	Wagstaff, H.
Bonney (Capt)	r. g.	Chinault
Rodes, C.	l. g.	Pratt
(Davis, L.)		

A track meet arranged by the officers of the Athletic Association was held in the Gym the evening of January 13. "Track Meet" Those who attended had the worth of their money in watching the four-cornered contest between students representing U. Va., W. L. U., V. P. I., and V. M. I. A handsome cup (not silver) was awarded the team representing the first-named school for its victory.

There was also some beautiful dancing, including a Japanese number by Marie and Josephine Painter and Virginia Crockett; a Spanish dance by Maude Maybry and Helen Harris; and the dance of Pierrot, Penelope Morgan representing Pierrot and Maude Brooks, Pierrette.

Mary Hess had an astounding spiel for those who visited the "Rogue's Gallery," made up of photographs borrowed from chiffoniers here and there through the dormitories.

Sue Raine, mistress of palmistry, was kept busy at her booth, as she always is on such occasions.

The proceeds of the entertainment will go toward preparing the Athletic Association treasury for the series of basketball games now being arranged with other schools.

To insure against homesickness the first week-end after the vacation, an entertainment was planned by the Seniors for the evening of January 7. It was a variety show and bore the name "Huit Divertissements". Ruth Roark was a sublimated barker, presenting the eight numbers, among which were exceedingly well done representations of Mrs. Jarley's Wax Works and an excruciatingly funny "Athletic Wedding" in which the bridal party entered to various dance steps.

Some indication of the popularity of the Harrisonburg summer school is to be seen in the fact that reservations for the summer session of 1922 now number one hundred, the first three of which were made last June. The first term of the next summer session will be from June 19 until July 28.

The honor roll for the first quarter as announced by Dr. H. A. Converse, Registrar, is as follows: All A's—Marguerite Goodman, Ore Bank. As near A as B or nearer A than B—Roselyn Brownley, Norfolk; Frances Anabel Dodson, Norfolk; Louise Elliott, Norfolk; Audrey Chewing, Bremono Bluff; Meade Feild, West Point; Gladys Goodman, Ore Bank; Louise Moore, Newport News; Lucille Charlene Murray, Norfolk; Pamela Lynn Ish, Aldie; Olive Margaretta Coffman, Dayton; Una Monette Lewis, Jamaica, N. Y.; Isabel Sparrow, Waynesboro; Isabel Barlow, Ivor; Christine Gladstone, Exmore; Constance Martin, Proffit; Mary Louise Overton, Burkeville; Florence Shelton, Norfolk; Celia Pearl Swecker, Monterey; Nannie Walker, LaCrosse; Mary Lees Hardy, Winchester.

Miss Katherine M. Anthony is on leave of absence for the second quarter to do some graduate work at the George Peabody College for Teachers on Leave at Nashville. Miss Anthony will resume her duties March 21, at the beginning of the third quarter. During her absence Dean W. J. Gifford is acting as supervisor of training.

Miss Grace Brinton was in New Orleans from January 7 to 14 at a meeting of representatives of southern institutions which receive aid from the Smith-Hughes fund.

The Stratford Dramatic Club's second batch of "goats" for the present session were taken in during the first week of the second quarter, and are three Juniors: Nan Taylor, of Waynesboro; Louise Davis, of Bristol; and Marie Cornell, of Barnwell, S. C.



## XI

NEWS AND NOTES OF THE  
ALUMNAE

Mary Rumburg is at home in Macedonia, Ohio. Recently she sent her friends at the Normal a handsome souvenir from the city of Cleveland.

Kate Turlington wishes all the folks at Blue-Stone Hill a happy new year. Her home is at Melfa, on the Eastern Shore of Virginia.

Annie Hundley sends greetings from Whitmell. Can one think of her without thinking of Frances Oakes too?

Era Showalter is teaching at Warrenton, but she spent part of her Christmas holidays in the National Capital.

Alpha Holcomb is at home in Portsmouth. She is one of the hustlers for Alma Mater in the seaside cities.

Margaret and Marie Purcell live in Washington City. Their address is 2701 Woodley Road, N. W.

Lucile Early Fray sends a cheering message from her home at Advance Mills, Va.

Annie Johnson is at South Boston. Her friends at the Normal are always glad to hear from her.

Bertha Nuckolls wrote recently from Galax. Her old home, Nuckee Farm, is an old camping ground of the Cherokee Indians.

Anna Potterfield writes from Lovettsville. Loudoun County is full of good friends of the Normal.

Octavia Goode is still in Richmond. She is making a great success there as a teacher.

Louise Fuqua sends greetings from Drewry's Bluff. No doubt she finds historic Chesterfield increasingly interesting.

Dr. and Mrs. George W. Oast are at home in Portsmouth, but they do not forget Blue-Stone Hill. Mrs. Oast was Ethel Kaufman.

Sara A. Monroe is teaching in Roanoke City. She is another Loudoun girl, if we are not mistaken. She, Ida Monroe, and Edith Martz all came to the Normal together.

Margaret Proctor sends a good report from Danville. We are watching the Normal Club in Danville grow. The city is a loyal center for Normal girls.

Lucy S. Gatling is teaching this year near Sutherland. She sends us a word now and then and is always pleased to hear from her friends. Address her R. F. D. No. 2.

Mary McDonald sends a good word to Alma Mater from Roanoke City. She has our best wishes.

Lillian Millner Garrison is at home in Norfolk. Now and then she lets her friends at Blue-Stone Hill have a line from her. They remember her fine work here and at Broadway.

Mr. and Mrs. Joseph H. Neale send a cordial message from their home in Upper Lehigh, Penna. Mrs. Neale was Miss Fay Morgan of Roanoke. We also associate her with Dorchester, where she lived until a year or two ago.

Marie Kilby remembered us recently in a message from Winchester. A happy new year, Marie! Let us hear from you again.

Mabel Hitt was offered a position in Norfolk for this year, but she decided to marry Professor Lester S. Hill on November 4. So now she lives at Orono, Maine. A few days ago she sent us a collection of handsome post cards showing pictures of the university buildings at Orono and some attractive scenes on the Penobscot River. Orono is up the river seven miles from Bangor.

Grace Fisher still lives in Roanoke. Just a few days ago she sent Alma Mater holiday greetings and good wishes for the new year. Can anybody think of her without thinking of music?

Caroline Eisenberg is teaching the primary pupils this year at Mary Baldwin Seminary. On January 1 she sent in a nice check for Alumnae Hall.

Christine Reaves is teaching at Huntersville, N. C. The \$25 check reported in the last issue of THE VIRGINIA TEACHER should have been credited to her. She heard of the movement for building the "Home-Coming House" and would not be left out, although she had been overlooked in the canvass. Such loyalty will raise more than one memorial at Blue-Stone Hill.

On December 19 Bess Turner became Mrs. A. H. Hamaker. The wedding took place in Berryville. After a trip to the South, Mr. and Mrs. Hamaker returned to their home in Harrisonburg.



Margaret Martin writes from Middlebrook. She says: "I often think of you folks down there and even get homesick for H. N. S. After Christmas I want to come down for the week-end sometime."

Come often, all ye homesick ones!

Lillian Rankin (Mrs. C. H. Strader) writes from Eggleston, Giles County, where she and her husband are teaching. They want another teacher for their school about January 15.

A letter has just been received from Mrs. Anne Houser Holt, 15 Guarantee Street, Petersburg, enclosing a check from the Harrisonburg Club in her city. This is to be applied to the "Home-Coming House." And the Petersburg girls promise another check soon.

Mrs. Holt is secretary of the Petersburg chapter—and "Guarantee Street" has a mighty good sound.

On November 15 Sarah Shields wrote a letter from her place of work in the A. P. Mission, Jagraon, Punjab, India. She says: "It is nearly Christmas time and I cannot forget Harrisonburg. I hope you have had as happy a year as the one that is nearly over has been for me. We have the biggest school we have ever had."

Her letter arrived just the day before Christmas. She inquires about Frances Mackey, Miss Lancaster, Miss Cleveland, Mrs. Brooke, and others who were here when she was a student.

#### A NEWSPAPER CLIPPING

Miss Susie Rabey Interests Whole Neighborhood in Her Work

Suffolk, Dec. 8.—Nansemond County is boasting a teacher that has revolutionized a neighborhood and a school that has forged its way to the forefront of country schools with a celerity that has amazed the educational forces of the county.

The teacher is Miss Susie Rabey, and the school is at Cypress Chapel.

Miss Rabey, just out of school herself, took charge at Cypress about two years ago. Immediately she began to work on a plan to get the community interested in the school—a thing that had been sadly lacking. The result was a community spirit such as school journals and magazines would delight to portray.

The Cypress School is now the center of all kinds of activities. Its auditorium is filled, one or two nights each week with some gathering for some civic or school purpose. Everything from political talks to prayer meetings have been held in this hall, and best of all, its spaces have been utilized for many worthy purposes. Through the influence of Miss Rabey Governor Westmoreland Davis has been a visitor at Cypress, and other distinguished men from time to time have spoken to the people of this neighborhood at the school. The course of study has been enlarged, the faculty being one of excellence.

Miss Rabey has met with hearty co-operation from the people, and the latest venture is the "Teacherage," which is now about completed and will be thrown open January 1, with a big house warming. In this building the teachers of the school will make their home, and will be more admirably located than ever before, in that they will be living together, and will be better able to carry on the big program laid out by Miss Rabey.

Besides the "Teacherage," the school has a Banner Patrons' League, and new equipment is being added daily to the already well arranged school building. A school garden was a feature last spring and will be again during the coming year.

Miss Rabey was made chairman for the recent Red Cross annual membership campaign, and with the assistance of her committees, made a good canvass.

Cypress has an excellent school board, whose spirit is that of co-operation and with the thoroughly alive and public spirited young teacher as the moving force.

#### FROM THE FIELD

Rua General Carneiro, 241 Campinas,  
Estado de S. Paulo, Brazil,

November 9, 1921.

Dear Friends at Home:—

When on the morning of October 29, after a most delightful voyage, we sailed into the bay of Rio amidst the morning freshness, with a broom tied to our ship's mast, showing we had swept the sea's record, into all the grandeur of the mountains rising abruptly from the rolling sea and the quaintness of this city of a million people all nestled between the hills and outlining waters, I rubbed my eyes to see if all the beauty about



me was not a dream, for I have never imagined anything like it outside of a fairy-book. It was only with conscious effort that we realized we had come to a land full of ignorance, superstition, and sin, where foreign missionaries were needed.

After spending several days in the city, exchanging our money for queer Brazilian coins, getting through the dreaded Custom House, and doing some sight-seeing, and further realizing the beauty of Rio, with its avenues of palm trees, its trees of poinsettias, oleanders, and jessamine, its wealth of fruits and flowers of every kind and color, we took the train for Lavras, where one of our schools is located. The all-day trip seemed all too short; for the train went through miles of orange groves in bloom and also yellow with fruit, through fields lined with banana trees, through coffee groves and towering Brazilian pines, which look like huge umbrellas against the sky. As our train followed the river, which wound in between the most beautiful mountains I had ever seen and later went over these ranges, I felt I had been cheated in my anticipation of this land of the Southern Cross. I had never realized we were coming to the most beautiful place in the world. That day I felt as never before,

"Earth is crammed with heaven,  
And every bush alive with God."

But you had only to study the faces of your fellow travellers to realize that despite all this beauty, which is "God's handwriting", that they did not see Him. In fact, the faces of both the men and the women you meet are tragic in the absence of refinement and the marks of Christian gentlemanliness and womanliness, and I never saw so many typical street waifs as the children here seem.

It was my pleasure to meet the fellow missionaries at Lavras and to see the splendid work that is being done in the schools. Indeed it was most gratifying to find them giving to the young people the same things we are giving our young people in the United States. The light in the faces of these young people in the schools, in contrast to the lack of it in others, made you feel that all the money and life expended had been worth while.

Then, too, when you saw the deep joy reflected on the faces of the missionaries, you were glad—glad all over again—that

God had let you come out on this errand for Him. I had always heard missionaries were the happiest people in the world, for "those who bring so much happiness into the lives of others cannot keep it from themselves;" and this was easy to believe in the face of this group. Among them is "Aunt Lotty" (Miss Charlotte Kemper), who for over 40 years has faithfully served the Master on this "far-flung battle-line", and although she is 84 years old, she is teaching every day as interested in life as the youngest of us.

We visited Miss See's school, at Campo Bello. On the way up from the station we felt we had stepped into Africa, for we ran into a large group of natives dressed like clowns, going through the streets yelling and dancing, following an awful, weird, degrading sort of music, supposedly to accompany somebody under a canopy. At each street corner the procession stopped and paid homage to this image, supposed to represent St. Benedict. This had been going on continually for three days and nights. Amidst all this African heathenism this Protestant school stands for the best in the Church, and its influence is shown in the home-life of the girls, in their application in the schoolroom, and in their bright faces.

We are now in Campinas, where Mr. Lane was born, studying Portuguese, and wishing all the time that everybody spoke English! Here we have met other kind missionaries who have "taken us in" and made us feel at home in this far-away land. I am hoping soon to understand and to be understood. It is a very helpless feeling not to be able to do either. The great needs all around us are the strongest incentives to us to acquire the language as soon as possible. Mr. Lane has already gotten it so he has taken a Sunday-School class and is now working on a sermon in Portuguese. I, too, have started a little afternoon Sunday-School with the help of my teacher, who, for the present, has to be dictionary, mouthpiece, and almost everything for me.

Some of the customs of the people seem just as queer to us as ours probably seem to them. Each day we realize that Brazil is not just a land of orange blossoms and marvellous sunsets—there is another side, a very dark side. On the streets are lepers and all



sorts of pitiful human beings, beggars of every description who are licensed to beg on Saturday, called "Beggars' Day"! There is no word in Portuguese corresponding to our beloved word HOME. The people do not know its meaning, as is plainly shown in their houses with their bare floors, jail-like windows and blinds, stiff array of furniture that seems to defy you to be comfortable in it, and with the women hanging out of the windows seemingly with nothing to do while their children play in the dirt on the streets.

Think us always well, happy, and busy—eating five meals a day, for that is the custom here—and thinking of you folks "back home" every day. Your friendship and prayers will always be an inspiration and help to us to be and do our best for the Master.

You will be hearing from us from time to time and I am sure if you knew how much the Home Mail means to us, you would let us hear from you oftener. I hope by next time to have something to tell you about our work, and to also tell you we speak Portuguese fluently!

With constant thoughts of you and wishing for each one the best always, I am

Your representative and friend,

MARY COOK LANE

Any letter with five cents postage, or postcard with two cents postage, addressed to Mrs. E. E. Lane, Rua General Carneiro, 241, Campinas, Estado de S. Paulo, Brazil, will reach her in due course of mail.

#### OUR CONTRIBUTORS

LUCY S. SAUNDERS, Supervisor of Primary and Kindergarten departments of the Norfolk schools, was in November elected treasurer of the Virginia State Teachers Association.

MARY L. BROWN is a teacher of home economics in the Lincoln High School, Loudoun County, Virginia.

W. J. GIFFORD is the head of the department of Education of the State Normal School at Harrisonburg.

ZOE PORTER is a critic teacher of the third grade of the Harrisonburg Training School.

R. B. MARSTON is superintendent of schools at Sistersville, West Virginia.

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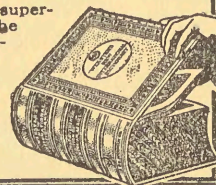
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